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ABSTRACT

A study was conducted to investigate the vocational education needs of disadvantaged and delinquent youth who have left school and come into negative contact with the criminal justice system. Specifically the objectives were (1) to identify the capacities and realistic vocational ambitions of the study population; (2) to assist these juveniles in reaching their occupational goals; and (3) to assist the juvenile justice system by making available to them a diversion program that can serve as a referral for the first and/or non-violent offender. Twenty-seven juveniles were initially selected to participate and were administered the California Achievement Test to establish base-line data. Twenty-three of the participants (all Black) actually completed the pre-test and entered the educational program. The educational intervention program met eight hours a day, Monday through Friday, during the summer. The curriculum included remedial academic instruction and individual and group counseling. Of the original twenty-three participants (two other groups were later added to the program), two were terminated for disruptive behavior, five resigned from the program, and three completed the program but remained unemployed. Of the remaining thirteen participants, three were aided in finding employment, six returned to school, and four successfully completed their GED examination and received an equivalent high school diploma. Forty-eight percent of the original twenty-seven participants reached what was originally defined as a successful conclusion to the program: employment and/or continuation or completion of high school. (BM)

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FINAL EVALUATION REPORT

PRE-VOCATIONAL EDUCATIONAL NEEDS OF DISADVANTAGED AND DELINQUENT YOUTH

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL EVALUATION REPORT

PRE-VOCATIONAL EDUCATIONAL NEEDS OF DISADVANTAGED AND DELINQUENT YOUTH

1. SUMMARY PROGRAM DESCRIPTION:

The Institute of Human Relations of Loyola University in New Orleans, Louisiana, proposed to investigate the specific vocational education needs of disadvantaged and delinquent youth who had left school and come into negative contact with the criminal justice system. The results of the program would enable the participants to meet the requirements for entrance into the vocational-educational schools in the New Orleans area and to build an educational bridge back into normal life for the demonstration group of participants.

The Pre-Vocational Educational Needs of Disadvantaged and Delinquent Youth Project had as its main objectives the following:

- To specifically identify the capacities and realistic vocational ambitions of the study population;
- to assist these juveniles in reaching their occupational goals through training in a vocational-technical school; and,
- to assist the juvenile justice system by making available to them a diversion program that can serve as a referral for the first and/or non-violent offender.

This demonstration project is designed to show how delinquent youth can be helped in:

- Developing a realistic understanding of themselves, their abilities and their limitations.
- developing an educational opportunity that is necessary for meaningful employment; and,
- upgrading their educational skills and understanding of english, mathematics, and reading.

2. FORMATIVE EVALUATION NARRATIVE:

2.1 Program Initiation: With the initiation of the program on April 1, 1978, the Project Director and the Project Supervisor estab-

lished contact with Mr. John Penny of the Orleans Juvenile Probation Office, to identify and study the population of delinquent and disadvantaged youth who had not finished high school and were unemployed. Mr. Penny, working with the project personnel, secured an initial population of twenty-seven (27) adjudicated juvenile delinquents who met these criteria. Following the selection of these youth, they were approached to obtain their voluntary committment to the goals of the program. As each of the selected youth agreed to join the program, they were referred for testing to establish the data base from which the program was to be evaluated.

2.2 Testing: With the cooperation of Mr. Harold Montgomery, Executive Director of the New Orleans Regional Service Center, a staff of three testing supervisors were made available to the program to evaluate each of the participants. The California Achievement Test (CAT) was administered to each of the volunteers during the week of April 24, 1978. Twenty-three (23) of the original twenty-seven participants (85.2%) actually completed the battery of tests offered. This group constituted the original study population and was characterized by at least enough motivation to follow through in taking the tests that were to initiate the program.

2.3 Test Results: The individual results are given later in this report. The range of scores expressed in grade year and month equivalencies were 2.8 to 9.7. The mean score results were 5.5 and the median score was 5.2. The mean score was probably the most significant. It indicates that the study population was achieving at less than a sixth grade level, and could be considered close to functionally illiterate. It is important to understand that this is the base from which the program was initiated. The causal relationship between delinquency and underachieving in school has been treated extensively in the literature The point in this demonstration was to show that individual and intensive remedial work could make a difference in the future criminal and employment history of each of the participants. The ideal response of the participants to the demonstration would be the return to school, or at least the obtainment of an equivelent high school diploma by taking the GED exam. The next most successful conclusion

of this additional educational coaching would be the entry into appropriate employment. Finally, non-success would be assessed in each case where one of the two criteria mentioned above were not met, or the delinquent came again into negative contact with the criminal justice system.

2.4 Description of the Client Population: Each member of Group 1 was black, and of the twenty-two members, twelve (54.5%) were male and ten (45.5%) were female. The mean age of all the participants was eighteen years. The age range of the study group was sixteen years, nine months (16 yrs. 9 mos.). The mean of the years of completed schooling was the tenth (10) grade. On the average, the participants were achieving, however, at below the sixth (6th) grade level. All the participants were "drop-outs" from the Orleans Parish School System. The poverty level of the delinquents is demonstrated by the fact that the mean income of their families was $ 4,458.00. The range for this figure was $ 2,316.00 to $ 9,360.00.

2.5 The Educational Intervention: (5-25-78 - 8-30-78) Intensive orientation sessions were initiated May 25, 1978. These took place initially at Booker T. Washington High School with the permission and cooperation of the Orleans Parish School Board. Within a few weeks, it was determined that this arrangement did not offer a suitable environment for the comprehensive educational experience that was being attempted. The building was being repaired, and the noise interfered substantially with the teaching-learning experience.

Classes were transfered to the Central City Multi-Purpose Center, 2020 Jackson Avenue, New Orleans, Louisiana on June 19, 1978. In terms of easy access, location, and facilities, this Center proved ideally suited to the needs of the program.

The curriculum was organized so that each class met for two hours of mathematics, two hours of social studies, and two hours of language arts. The other two hours were devoted to individual and group counseling activities. The classes met Monday through Friday for eight hours a day. The participants were divided into three groups of not more than eight (8)

individuals each. This allowed for individual attention to the participants and coaching/teaching relationships that allowed the participants to learn at their own pace in a non-competitive environment. It was soon evident to the teachers that at least part of the problem of the students was this lack of individual attention and the inability of the students to organize individual learning experiences for themselves. It was also clear that the attitude and interest of the teacher in these participants was an integral part of the success that was experienced. The content of the communication between the teachers and the students took on more of the character of concrete experiential learning, and less of the abstract and conceptual. As the students gained in experience with successful learning, more cognitive approaches were utilized.

The Project Director, Mr. Dale Owens, assumed responsibility for teaching social sciences, Ms. Carla Geraghty was the language arts instructor, and the Special Needs Counselor, Mr. Victor Klein, was the mathematics instructor and guidance counselor. All three teachers were qualified and certified in their areas of expertise.

2.6 Class Participation: The classes were well attended, with an average of 85% of the participants attending each of the summer classes. The high attendance average was attributed by the staff to the fact that CETA stipends were made available to all the participants who attended classes regularly. The stipends were obtained by Mr. Owens for the purpose of relieving the financial pressure of summer employment for the participants. The stipends continued through the summer months until 8-30-78. Any replication of this program should include stipends, if it is at all possible. The eventual impact of this money is to encourage the delinquent youth to re-enter the educational system and complete his/her education. This is much more cost effective, in the long run, than expending a similar sum of money to encourage summer employment which usually leads to low-entry level jobs that doom the youth to sub-level employment for life.

During this period (5-25-78 - 8-30-78), two of the participants were terminated for disciplinary reasons. Their dismissal was accepted only reluctantly and after major individual and group counseling efforts on the part of both Mr. Victor Klein and Mr. John Penny.

2.7 The Addition of Participants: After the program was settled at the Multi-Purpose Center, the Project Director was approached by Mr. Harold Doley, Central City staff member, to inquire of the possibility of adding a second group of students who needed the services of the program. The group consisted of Central City Multi-Purpose employees who were judged to be in need of the same educational services that were offered to the original participants. After interviewing each of these employees and evaluating their educational needs, they were accepted into the program and added to the first group of twenty participants.

The new group of students were older and more motivated. The total group of fourteen (14) was composed of twelve black females and two black males. The mean age of the new group was twenty-nine years, with the range extending from twenty (20) to forty-four (44) years. All had completed the tenth (10) grade and some had even collected college hours. Eight of this group had not finished high school. No California Achievement Tests were administered.

The rationale for including this group was that they would bring an experience in employment to the group that would motivate the original group to achieve. They were more mature, and more serious about the effects of an inadequate education on their future employment. It was reasoned that this was a point that only they could make to the original delinquent participants. This second group did prove a stabilizing influence which became very helpful in the group counseling sessions.

2.8 The Third Group: (11-15-78 - 1-31-79) Four other participants were included in the program who had come to the Insitute of Human Relations for personal counseling. When they expressed a desire to complete their high school educations, they were invited to join the program. All four of the third group were female, and three were black. The mean age of this group was twenty (20) years old.

2.9 Counseling Activities. With the resignation of one member of the primary group because of personal family concerns, the initial group of twenty was reduced to nineteen (19) participants. They were divided into

two groups, with group membership being randomly selected. Initially, the group response was cautious and the participants withdrawn. As the group began to develop into a more cohesive unit, the barriers lessened. As expected, the girls were more involved and responsive than the boys. The views and values expressed were often immature, unrealistic, and aggressive.

The counseling environment was open and accepting, with no subject or feeling excluded from the exchange. The expectation of low self-image proved true. There was obvious growth within the groups as evidenced by the matters put forward and by the participation of the individuals. This level of trust was rewarded by introducing assertiveness training, and training in value clarification. Mr. John Penny of the Orleans Parish Juvenile Probation Department was most helpful in this aspect of the program.

3.0 Program Termination Narrative: After eight months of remedial education and counseling, the program began the last phase of its activities. This was concerned with the placement of the participants and the post tests to establish some indication of the program impact.

3.1 Placement: Each participant was counseled individually and a plan developed for their future. Once the goal of the participant was identified, every effort was made to help the student meet his/her goals. The thrust of the counseling was directed at bringing the participants to a decision to return to school. This was seen as the optimum choice, at least theoretically, for all the participants. The whole remedial effort was intended to convince them that they could achieve in school, whether it be a return to formal educational systems, or the selection of a vocational-technical school. The second goal of choice was the completion of the high school equivalency (GED) test. Finally, employment was sought for those who wanted to enter the world of work.

3.2 Post Testing: The California Achievement Test (CAT) was administered to fifteen (15) participants during the months of December and January by Mr. Wallace Scott of the Orleans Parish School Board.

3.3 Recommendations from the Staff: Conversations with the staff revealed that they were convinced that such a program will only succeed where counseling is initiated and aggressively continued. This type of participant must be convinced of their worth and ability before the remedial efforts can be successful. The stipend support is useful in keeping the participants involved, but the real impact comes from the individual and immediate contact with the real feelings and aspirations of these youth.

4. IMPACT EVALUATION:

4.1 Did the Program have any effect? The actual impact of the program intervention can be measured specifically in terms of the ten (10) participants who took the post and the pre-test to establish impact. The following participants took both tests:

Participant	Pre-Score	Post-Score	Difference	
1. 05	5.2	7.9	2.7	(Employed)
2. 07	7.0	9.1	2.1	(Resigned)
3. 08	6.4	10.6	4.2	(School)
4. 09	7.4	13.5	6.1	(GED)
5. 10	7.5	8.1	0.8	(School)
6. 11	4.9	8.4	3.5	(School)
7. 12	4.5	8.2	3.7	(School)
8. 14	8.5	13.4	4.9	(GED)
9. 16	2.8	13.2	10.4	(GED)
10. 18	6.1	11.5	5.4	(GED)
Mean score of original group	6.03	10.39	4.38	

Of the twenty-seven (27) individuals originally recruited and selected, twenty-three (23) actually completed the pre-test and entered the program. Of these original participants, two (2) were terminated for disruptive behavior (one of whom was eventually rearrested and incarcerated), five (5)

participants resigned from the program, and three (3) completed the program but remained unemployed. Of the remaining thirteen (13) participants, three (3) were aided in finding employment, six (6) returned to school, and four (4) successfully completed their GED examination and received an equivalent high school diploma.

Participant Disposition		
Of 27 -- 4	participants did not enter the program	15%
23 -- 2	participants were terminated	7%
21 -- 5	participants resigned from the program	19%
16 -- 3	participants remained unemployed	11%
13 -- 3	participants found appropriate employment	11%
10 -- 6	participants returned to school	22%
4 -- 4	participants received their GED	15%

Forty-eight (48%) percent of the original twenty-seven participants reached what was originally defined as a successful conclusion to the program. The three (3) participants who did not choose to return to school and who have not found a suitable job could be considered successful from the very fact that there has been no negative contact with the juvenile justice system.

The additional trainees that were added to the original group are considered, from the point of this evaluation, as part of the treatment intervention. Their involvement had a positive effect upon the participants in bringing real life factors to the attention of the participants.

5. RECOMMENDATIONS:

5.1 The essential design of the demonstration proved successful and should be replicated.

5.2 Alternatives to institutionalization should continue to be developed as a strategy for diverting youth from lives of crime.

5.3 Educational strategies should be emphasized over employment strategies in designing diversion programs.

5.4 Educationally oriented programs seem to be more cost-effective than employment programs.

5.5 The staff recommends longitudinal studies on the successful and unsuccessful groups to establish the long-tern impact of this program on the participants.

ADDENDUM

CALIFORNIA ACHIEVEMENT SCORES

	Entering	Terminating
01	*	*
02	5.9	Not taken
03	7.1	Not taken
04	*	Not taken
05	5.2	7.9
06	*	*
07	7.0	9.1
08	6.4	10.6
09	7.4	13.5
010	7.3	8.1
011	4.9	8.4
012	4.5	8.2
013	4.0	Not taken
014	8.5	13.4
015	3.9	Terminated
016	2.8	13.2
017	2.9	Terminated
018	6.1	11.5
019	9.7	Not taken
020	Not initially taken	13.5
021	4.7	Not taken
022	3.0	Not taken
023	*	*
024	5.6	Not taken
025	3.1	Not taken
	5.500 or 5.5 mean C.A.T. score on ititial test	10.672 or 1.7 mean C.A.T. score on final test

* Resigned

TABLE I

Name	Age	Range of Education	Income
02	18 yr. 1 mo.	8th	$2,376.00
03	21 yr. 1 mo.	8th	$3,240.00
05	18 yr. 3 mo.	11th	$5,400.00
07	18 yr. 1 mo.	10th	$1,680.00
08	17 yr. 10 mo.	10th	$7,200.00
09	18 yr. 2 mo.	11th	$4,704.00
010	17 yr. 3 mo.	10th	$1,596.00
011	18 yr. 0 mo.	10th	$3,216.00
012	17 yr. 8 mo.	9 th	$1,656.00
013	18 yr. 8 mo.	11th	$3,600.00
014	18 yr. 1 mo.	10th	$3,132.00
015	16 yr. 9 mo.	8th	$9,000.00
016	19 yr. 4 mo.	12th	$5,520.00
017	18 yr. 3 mo.	8th	$6,528.00
018	18 yr. 3 mo.	10th	$9,360.00
019	17 yr. 1 mo.	11th	not available
021	16 yr. 9 mo.	8th	$3,720.00
022	18 yr. 3 mo.	8th	$2,316.00
023	17 yr. 2 mo.	9th	$6,000.00
Means	18 years	10th	$4,458.00

PLACEMENT OF TARGET POPULATION

01	Resigned
02	Employed
03	Employed
04	Left town
05	Employed
06	Resigned
07	Resigned
08	School
09	G.E.D.
010	School
011	School
012	School
013	School
014	G.E.D.
015	Terminated
016	G.E.D.
017	Incarcerated
018	Armed Forces
019	School
020	Resigned
021	Unemployed
022	Unemployed
023	Unemployed

SECONDARY GROUP

1A	G.E.D.	8A	Employed
2A	G.E.D.	9A	Employed
3A	C.A.T. *	10A	Employed
4A	C.A.T. *	11A	Employed
5A	C.A.T. *	12A	Employed
6A	C.A.T. *	13A	Employed
7A	Employed	14A	Employed

* C.A.T. scores qualified them to take the GED, but the GED results are not available at this time.

TERTIARY GROUP

1B	G.E.D.
2B	Left Town
3B	Armed Forces
4B	Employed

MATERIALS FOR REMEDIATION

GED - How to Prepare for the GED, Contempory Books, Inc., Chicago, Illinois, 1976.

This step-by-step guide reviewed those skills needed to pass the GED. The six areas covered were: Correctness and Effectiveness of Expression, Reading Comprehension Skills, Interpretation of Reading Materials in the Social Studies, Interpretation of Reading Materials in the Natural Sciences, Interpretation of Literary Materials, and General Mathematical Ability. The book contained a Pre-test and a Post-Test to measure the improvement after completion of the text.

Working With Numbers - Refresher Book, James T. Shea, Steck-Vaughn Company, Austin, Texas, 1974.

This worktext is designed to enable the student to master basic mathematical concepts and skills. Explanations of the operations are shown and are followed by practice exercises. Progress tests are provided to show how students are mastering the materials.

General Education Series - Social Studies, Philip Gearing and Carol Lankford, Steck-Vaughn Company, Austin Texas, 1973.

The emphasis here was on how to read social studies with understanding. The lessons were designed to improve perception of ideas as well as to teach the student to read for specifics.

Perfecting Reading and Writing Skills, Experiences 1 & 2, Anna F. Crawford and Norman Schacter, Steck-Vaughn Company, Austin, Texas, 1972.

These two worktexts were designed to teach the student how to analyze the construction and language of various literary selections. It also contained a "Writing Experience" section where the student is given the opportunity to explore his own ideas and to exhibit reflective thinking in writing.